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ABSTRACT

Features of an updated teacher evaluation and salary program used by the Ladue, Missouri, school district are described in this report. Following a brief overview of the program's history and provisions, detailed criteria for teacher evaluation are described. Criteria measure: (1) teacher/student interactions; (2) relationships with colleaques; (3) contacts with parents, patrons, and community; (4) contributions to the total school program; and (5) curriculum development and professional improvement. The next section recommends procedures for evaluation and describes special provisions for the evaluation of high school teachers. In conclusion, related forms and materials, a summary of administrators' and teachers' opinions concerning the operation and effectiveness of the evaluation plan, and a summary of the key provisions of the program are provided. (RH)

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The Ladue School District

PS 014261

LADUE EVALUATION AND SALARY PROGRAM

INTRODUCTION

The original Teacher Evaluation and Salary Program was prepared in April, 1953. Since that time, subsequent Evaluation Committees have recommended various revisions. Such recommendations, which were approved by the staff, were incorporated in the 1958 revision of the original report.

The 1965 revision incorporates the staff approved recommendations which were based upon a detailed study of the operation of the evaluation program.

In the 1974-75 and 1975-76 school years, the Committee on Teacher Evaluation and Salary Program reviewed the Evaluation Handbook and made several recommendations for changes which were approved by the Board of Education on March 8, 1976. The Evaluation Handbook incorporates those revisions.

Since the 1976 modifications the Evaluation Committee has continued its work in several ways. Staff were surveyed to identify concerns they had about the program, and the Committee studied the concerns and referred them to appropriate groups for response or action. During the Summer of 1979 the Committee generated a set of recommended changes in procedures that were later adopted by the Board. A study of alternative patterns for compensating out-of-classroom duties along with classroom duties was done. While the Board did not adopt the Evaluation Committee's recommendations, it did approve an expanded increment schedule and a stronger and more explicit emphasis on out-of-class responsibilities in the evaluation process. That change continues to date.

During the 1981-82 school year the Committee studied, evaluated, and modified and approved revisions recommended by the Administrative Council to the statement of criteria contained in the Handbook, replacing the sections "Personal Qualities of the Superior Teacher," "Professional Training and Growth Leading to Superior Teaching," and "Evidences of Superior Teaching" with a five-phased statement of criteria reflected on the following headings: "Effectiveness in Teacher/Student Interactions," "Effectiveness in Relationships with Colleagues," "Effectiveness in Contributions to the Total School Program," and "Effectiveness in Curriculum Development and Professional Improvement." An adaptation of these criteria was evaluted, modified, and approved for counselors as well. Both criteria revisions were accepted and approved by the Board in the spring of 1982.

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EVALUATION CRITERIA AND PROCEDURES

History

A proposed salary schedule relating salary to competency, experience, training and over-all value to the system was developed and approved in 1953 by the Board of Education, School District of the City of Ladue. The provisions of this schedule were presented to the professional staff at a general meeting. The plan was accepted and the formation of a committee to develop a plan of evaluation was recommended. The function of this committee was to study teacher evaluation and to make recommendations to the staff regarding these points:

1) The criteria to be used in making the evaluation
2) The organizational procedure for evaluation

The committee was selected by the Superintendent from a list of names submitted by the staff. The names chosen were from those appearing most frequently on the list and from those suggested by teachers from buildings other than the ones to which prospective members were assigned. The committee consisted of ten members and the Superintendent. It developed that of the ten selected, four (4) were from the administrative staff and six (6) were from classroom teachers.

At the first meeting, the group organized to include a first, second and third chairman. This was to assure continuity of work in the absence of one or the other.

The committee, in initiating its study, examined available research materials pertinent to the problem. Because of the local significance evident in these materials, it was the conclusion of the committee that an original plan suitable to the local needs of the system should be developed. To do this the study was based upon careful consideration of the rules and regulations of the Board of Education, the statement of school philosophy and the curriculum of the school.

At the beginning of its work the committee accepted the premise that effectiveness of teaching should be the prime consideration in the evaluation of a teacher. It also recognized the two-fold purpose of evaluation: (1) To promote improvement of teaching, and (2) for placement on the salary schedule. The first efforts of the group were directed toward the development of criteria to be used in the evaluation program. The second step involved setting up the organizational procedure for use in the evaluation.

Preliminary reports were made to the staff upon completion of each step of the study for consideration and suggestions from the staff. These suggestions were then studied by the committee and those considered advisable and feasible were incorporated into the report.

Salary Schedule

Principles

1. The schedule should be adequate to maintain a professional standard of living. Every teacher needs a salary sufficiently large to provide proper food, attractive clothing, comfortable shelter and security for the future. A subsistent salary is not adequate. Teachers must find it possible to utilize more fully cultural and educational resources if the children with whom they work are to have school experiences which are rich, wholesome and in keeping with their out-of-school experiences.

2. Placement and advancement on the salary schedule shall be based on the following:

   a. competency
   b. experience
   c. training
   d. performance of assigned duties, with consideration given to the time required to direct and supervise student activities outside the classroom
   e. over-all value to the school system.

Schedules of Salaries

Schedule	Minimum	Points	Maximum
I	$14,300 - $14,700 * (Determined by Courses Taken, Grades Received, Practice Teaching, Instructors' Recommendations, Interview and/or Observation, Out-of-School Experiences, Supply and Demand.)	0 - 3 - [5] - 7 - 9	Open
Incentive Increment when advanced to Schedule II		10 points	
II		0 - 3 - 5 - [7] - 9 - 11	Open
Incentive Increment when advanced to Schedule III		12 points	
III		0 - 3 - 5 - 7 - [9] - 11 - 13 - 15	Open

* Beginning Salary - 1983-84

Major Provisions

1) Increments are granted and advances to higher schedules made on the basis of competency, over-all value to the school system, experience, training and potential value.

2) Increments within schedules are granted or withheld annually. Earned increments are not granted for any year a teacher is on a leave of absence without pay. However, the teacher will receive any salary adjustment appropriate to his or her salary schedule. Provisions of this item are not applicable to sabbatical leave.

3) For promotion to a higher schedule the incentive increment in moving from Schedule I to II will be ten points and the incentive for moving from Schedule II to III will be twelve points. Advancement to a higher schedule can be made from any salary level at the end of any school year. From time to time, the whole salary schedule is reviewed by the Board of Education.

4) Initial Salaries of Inexperienced Teachers
The initial salary of an inexperienced teacher with a bachelor's degree may range from $14,300-$14,700 and will be determined at the time of employment. In setting the salary, consideration will be given to such matters as courses taken, grades received (particularly student teaching), instructor's recommendations, out-of-school experiences, supply and demand, etc.

5) Initial Salaries for Experienced Teachers
The initial salary of an experienced teacher will be determined at the time of employment. In determining initial salaries, consideration will be given to such matters as professional training and recommendations, observation of the teacher's work, when appropriate, experience and current salary of teacher, out-of-school experiences, supply and demand, potential value to our system, etc.

CRITERIA FOR TEACHER EVALUATION

INTRODUCTION

The following criteria shall be applied in support of the premise that Effectiveness in Teacher/Student Interactions shall be the prime consideration in the evaluation of a teacher.

CRITERIA

Each of the lettered statements which follow is a standard deemed to be significant in the professional performance of the Ladue teacher. Each of the numbered statements specify illustrations or behavioriai descriptions of that standard as it may be applied to a given teacher's work in a particular assignment or duty. Not every numbered statement will apply in every situation, although the lettered standards do cover the teacher's domains of performance.

I. EFFECTIVENESS IN TEACHER/STUDENT INTERACTIONS

The teacher practices professionally most directly when bringing his or her knowledge, skills, and attitudes to bear on the growth and development of students. Effective teaching is characterized by a variety of behaviors which enhance the quality of student growth and development. The more proficient in these behaviors, the more effective the teacher. Their absence or deficiency contributes to ineffectiveness or inefficiency. The superior teacher excels in relationships with students; the satisfactory teacher meets the expected performance in relationships with students.

A. The teacher's interactions with students reflect preplanning with attention to both individual and group needs.

1. The evidence of planning is identifiable.
2. There is evidence of short-range planning.
3. There is evidence of long-range planning.
4. There is evidence of planning to accommodate the needs of the special learner.

B. The teacher's interactions with students are supported by instructional materials.

1. There is a match between the materials used, the instructional objectives, and the tasks engaging students.
2. The materials match the functioning level of the students.
3. Materials are varied and of acceptable quality.

C. The teacher demonstrates identifiable skills in lesson presentation.

1. The teacher identifies expectations clearly.
2. The teacher's lesson has order and structure.
3. The teacher keeps the focus of the class on the learning task.
4. The teacher keeps individual students engaged in the learning task.
5. The teacher asks questions that match the objectives of the lesson.
6. The teacher asks open-ended questions which allow students to share and document experiences.
7. The teacher varies the presentation of the lesson.
8. The teacher encourages student response to the lesson.
9. The teacher concludes the lesson logically.
10. The teacher speaks clearly and is articulate.
11. The teacher can be heard and comprehended by students.
12. The teacher exhibits enthusiasm in presentations.
13. The teacher individualizes learning experiences to meet the special needs of students.
14. The teacher uses special resource persons and/or materials for individual lessons.

D. The teacher maintains a learning environment which encourages mutual acceptance and respect.

1. The teacher uses positive reinforcement when appropriate.
2. The teacher knows and uses a variety of techniques to control student behavior.
3. The teacher is easily approached by individual pupils.
4. The teacher exhibits enthusiasm in relating with students.
5. The teacher elicits student participation in classroom decisions when appropriate.
6. The teacher keeps the room physically attractive.

E. The teacher evaluates, documents, and reports pupil progress in accordance with course objectives, school, and when appropriate, departmental policies.

1. The teacher has a system of pupil evaluation.
2. The teacher communicates evaluation of pupils in a clear and acceptable manner.
3. The teacher relates evaluative judgments to objectives and individual achievements.
4. The teacher maintains records and reports in a systematic way so that recorded grades can be substantiated.
5. The teacher reports individual pupil progress.

6. The teacher reports on the special needs of the pupil.
7. The teacher measures student progress in a variety of ways.
8. The teacher provides a system by which students are made aware of their current academic standing.

F. The teacher supervises the students outside the classroom.

1. The teacher honors commitments to duties beyond teaching such as responsibilities related to cafeteria, buses, hall, the supplementary programs and activities, etc.
2. The teacher elicits student behavior corresponding to accepted standards in activities he or she supervises.
3. The teacher intervenes in student disputes to maintain discipline.

G. The teacher contributes to and cultivates the elective supplementary program and activities for students when assigned.

1. The teacher cultivates opportunities for the development of leadership in students involved in supplementary experiences.
2. The teacher applies professional or specialized knowledge while working with students involved in supplementary experiences.
3. The teacher demonstrates an understanding of the demands of the particular supplementary experiences.
4. The teacher devotes the amount of time required by supplementary experiences.
5. The teacher engaged with students in supplementary experiences follows relevant district policies and procedures.
6. The teacher engaged with students in supplementary experiences manages any stress or risk associated with those activities.
7. The teacher engaged with students in supplementary experiences manages the administrative tasks associated with those activities.

II. EFFECTIVENESS IN RELATIONSHIPS WITH COLLEAGUES

The teacher works in a school organization and therefore comes into contact with others engaged in the educational enterprise. In some of these contacts, professional expertise is integral; in others, good human relations suffice. In either case the teacher's behavior is subject to norms which describe the degree of his or her effectiveness in

these contacts. The superior teacher excels in relationships with colleagues; the satisfactory teacher meets the expected performance in relationships with colleagues.

This area of evaluation concerns the associations a teacher has with the following people:

1. Fellow department, unit members, or substitutes.
2. Administrators.
3. Other teachers in the school and the system.
4. Nurses, secretaries, aids, custodial, maintenance, and cafeteria workers.
5. Professionals from other schools and school districts.

A. The teacher demonstrates skill in human relations with other adults in the workplace and when representing the school district off the school premises.

1. The teacher is easily approached by others.
2. The teacher listens to others.
3. The teacher is open to the viewpoint of others.
4. The teacher contributes to the common goals of the working unit of which he or she is a member.
5. The teacher assists colleagues when possible.
6. The teacher carries his or her share of the work of the group.
7. The teacher fulfills commitments made.
8. The teacher is punctual in meeting deadlines.
9. The teacher's words and actions demonstrate a sensitivity to the feelings and ideas of others.
10. The teacher demonstrates control in conflict situations.

B. The teacher demonstrates appropriate leadership skills and behavior in association with other adults in the workplace.

1. The teacher assumes the role of leader, both formally and informally.
2. The teacher demonstrates support for others in the group.
3. The teacher expresses a minority or dissenting opinion when it is his or her conviction.
4. The teacher faces and executes unpleasant tasks when the leadership role requires it.

C. The teacher demonstrates a constructive attitude toward self and other adults in the workplace, reflecting a commitment to the teaching position, school, community, and the profession.

1. The teacher displays a sense of humor.
2. The teacher demonstrates a respect for the worth and integrity of every other colleague.
3. The teacher contributes to group cohesiveness.
4. The teacher reports and accepts recognition for personal accomplishments.
5. The teacher's dress and grooming are suitable for the professional task.
6. The teacher displays personal characteristics which enhance working relationships. These include integrity, congeniality, empathy, tolerance, patience, judgment and a sense of what is socially appropriate.
7. The teacher displays personal characteristics which enhance the quality of his/her work. These include accuracy, thoroughness, consistency, reliability, stability, punctuality and attendance.
8. The teacher demonstrates loyalty, responsibility and professional ethics in relation to:
   a. students
   b. his/her teaching position
   c. the local school
   d. the school district
   e. the community
   f. the teaching profession
9. The teacher substitutes for colleagues during short absences or in an emergency.
10. The teacher demonstrates pride in the profession.

III. EFFECTIVENESS IN CONTACTS WITH PARENTS, PATRONS, AND COMMUNITY

The teacher has a responsibility to develop and support two-way communication between himself/herself and those members of the community who have an interest in the schools. The teacher needs to work to cultivate a climate of understanding so that the professional work of the school is supported and valued. The superior teacher excels in contacts with parents, patrons, and the community; the satisfactory teacher meets the expected performance in contacts with parents, patrons, and community.

A. The teacher devotes time and effort to the promotion of the school's philosophy and program, thereby contributing to his or her effectiveness with parents, patrons, and the community at large.

   1. The teacher attends activities involving parents and patrons.
   2. The teacher, knowledgeable about the school's philosophy and program, represents, interprets and promotes them.

B. The teacher seeks opportunity to communicate with parents and/or other interested parties both orally and in writing.

1. The teacher communicates to parents the progress and achievement of the student, according to established reporting procedures and in a timely fashion.
2. The teacher conducts parent conferences dealing with individual student progress, achievement and strategies for meeting specific needs.
3. The teacher seeks parent input into student assessment.
4. The teacher communicates with involved professional parties (e.g. tutors, psychologists, psychiatrists, and doctors).
5. The teacher makes presentations to parent groups.
6. The teacher prepares effective material for distribution (e.g. notes, memos, letters, brochures).

C. The teacher utilizes parent and community resources to broaden the school program.

IV. EFFECTIVENESS IN CONTRIBUTIONS TO THE TOTAL SCHOOL PROGRAM

The teacher has a responsibility to extend his or her influence beyond the classroom so that the professional instructional task can be enhanced and enriched. In short, the teacher has a duty to contribute to the total school program. The total school program includes all classroom work plus all those activities and undertakings which carry endorsement or sponsorship of the school. These latter include clubs, extracurricular activities, and special projects at the building or district level. The superior teacher makes significant contributions to the total school program; the satisfactory teacher meets the expected performance in contributions to the total school program.

A. The teacher periodically participates in special projects which enhance the school program, benefit students, and reflect well on the schools.

1. The teacher is involved in, or responsible for, a special program or project which has an impact on students or on a school or district program or organization.
2. The teacher involves resource persons with special talents in school related activities.
3. The teacher represents the school or district at a special conference, committee, workshop, convention, or work assignment.
4. The teacher supervises a student teacher, aid, cadet teacher, or volunteer.

B. The teacher contributes to and supports the elective supplementary program provided by the individual school.

1. The teacher attends school activites in order to understand students better, cultivate rapport, and be with them in informal settings.
2. The teacher sponsors and is present for elective and supplementary activities provided by the individual school.

C. The teacher observes school and district rules, regulations, and policies.

D. The teacher takes opportunities to extend a positive influence throughout the building or district.

E. The teacher contributes to the development and implementation of improvements in school procedures.

F. The teacher makes use of available resources of the school (I.P.C., computers, audio-visual equipment and support personnel).

V. EFFECTIVENESS IN CURRICULUM DEVELOPMENT AND PROFESSIONAL IMPROVEMENT

The teacher has a major responsibility to implement the agreed upon curriculum as well as to update and improve it as he or she teaches students. Professional improvement is an ongoing effort to maintain professional currency and enhance competence so that the various professional activities are at the highest level of development at any one moment. The superior teacher excels in implementing and developing the curriculum as well as improving as a professional; the satisfactory teacher meets the expected performance in implementing and developing the curriculum as well as improving as a professional.

A. The teacher makes contributions which enhance the quality of the school district curriculum.

1. The teacher implements the curriculum.
2. The teacher demonstrates an ability to evaluate the curriculum and makes appropriate recommendations for needed changes, within the classroom, the building, or the district.
3. The teacher develops or revises curriculum:
   a. as an ongoing project during the school year
   b. as a summer curriculum project
4. The teacher tries new methods and materials in an approved manner.

B. The teacher makes efforts to improve professionally.

1. The teacher possesses appropriate state certification and meets specific requirements stated in the local job description. The teacher makes efforts to remove any certification deficiencies or to extend certification into new areas of need.
2. The teacher actively engages in activities which further improve his/her capabilities to make effective contributions to the district and its students by:
   a. pursuing advanced degrees
   b. taking refresher courses
   c. attending conferences and workshops related to his/her school assignments
   d. attending conferences and workshops which are aimed at extending professional competence
3. The teacher's performance gives evidence that participation in other experiences improves his/her teaching effectiveness. These experiences may include:
   a. travel
   b. work outside the profession
   c. professional writing, reading
   d. camp experience
   e. playground experience
   f. community service clubs
   g. hobbies
   h. military service
4. The teacher demonstrates greater competence and professionalism and positive contributions to the district and its students through membership and active participation in professional organizations.
5. The teacher accepts constructive evaluation and criticism.
6. The teacher acts on recommendations.

RECOMMENDED PROCEDURE FOR EVALUATION

The success or failure of a salary schedule based on the effectiveness of teaching is dependent largely upon the degree to which there is (1) mutual respect, understanding, and sympathetic professional relationships between evaluators and teachers, (2) confidential treatment of all phases of evaluation, and (3) constructive, conscientious self-evaluation. If teacher-evaluator relationships are to be positive, a program of evaluation must recognize the following points:

I. Evaluation must be made by professional persons who:

A. Are trained in educational administration and educational methods and have developed a philosophy of education consistent with that of the school system.

B. Are in direct professional contact with persons being evaluated.

C. Understand the role of the teacher in the total school program and evaluate, without bias or prejudice, the effectiveness of that individual. (See Summary of Teacher Opinion Survey, page 50, Items 2 and 3).

D. Will develop methods for obtaining evaluative data appropriate to the evaluators and to their particular situations and will strive continually for agreement with the established criteria. The use of standardized check lists is discouraged. (See Summary of Teacher Opinion Survey, Item 5).

E. Will review with the teaching staff the mechanics which contribute toward uniformity in the implementation of this plan and invite the teaching staff to participate in the task of interpreting the criteria. (See Summary of Teacher Opinion Survey, Items 6 and 7).

F. Have adequate time available for classroom visitations and conferences.

G. Are adept in the methods of counseling. (See Summary of Teacher Opinion Survey, Item 8).

H. Are familiar with the philosophy, objectives, and traditions of the school system.

II. Evaluation must be continuous.

A. An evaluation should be a continuous process rather than a periodic procedure and should call for constant

appraisal of aims and techniques with recommendations for future progress. Self-evaluation is a vital part of this process. Such continuous evaluation demands a clear understanding between the evaluator and the teacher, both of whom recognize the many factors involved. In order to develop and maintain such an understanding, self-evaluation is fundamental to the plan, and it should be remembered that:

1. Frankness in self-evaluation is necessary to promote teacher growth and should be used for that purpose only. (See Summary of Teacher Opinion Survey, Item 9).
2. Self-evaluation should not be required in written form. (See Summary of Teacher Opinion Survey, Item 9).

B. Conferences for the purposes of orientation and interpretation of the program are essential. (See Summary of Teacher Opinion Survey, Item 10).

1. Orientation conferences should include:
   a. Information concerning past experiences, special interests and abilities, and other pertinent data.
   b. Interpretation of the evaluation program.
   c. General information about the school (cumulative records, philosophy, pupil accounting, etc.).
   d. Specific information about the teacher's particular job (individual student folders, curriculum bulletins, etc.).
   e. Explanation of evaluators' methods of implementing the program.
2. Subsequent conferences
   a. Following each classroom visitation for the purpose of evaluation, there should be a private conference between the teacher and the evaluator. Such conferences should take place within a reasonable time, not to exceed one week after the visitation. The conference time should be suitable to both evaluator and teacher. Open and frank discussion should ensue so that areas of growth and improvement can be commonly identified. Once such areas are identified, it becomes the responsibility of the teacher and the evaluator to use all available resources and professional knowledge to plan ways to bring about improvement. (See Summary of Teacher Opinion Survey, Item 11).

Frankness and humility on the part of both parties are essential for a successful conference.

b. The number of other conferences may vary, depending upon the needs and desires of the parties involved, but conferences should be frequent enough to assure satisfaction and provide help, if needed. Conferences may be initiated by either the teacher or the evaluator.

c. Topics for conferences may include:
   (1) Discussion of problems
   (2) Suggestions for growth
   (3) Appraisal of progress

3. Meetings concerning the evaluation program. (See Summary of Teacher Opinion Survey, Item 12).
   a. A meeting of the new faculty members with the building representative of the evaluation committee shall be held shortly after the first month of the school year. A follow-up meeting of the new faculty members and the building representative should be held in the spring of the year.
   b. Building meetings shall be held by evaluators and/or evaluation committee representatives each year to discuss and review the evaluation plan, to correct any possible misinterpretations which might exist, and to clarify the procedures used in evaluation.
4. Classroom visitations and general observations. (See Summary of Teacher Opinion Survey, Items 13 and 14).
   a. It should be understood that classroom visitation is not for the sole purpose of evaluating the teacher. In order to develop mutual understanding and to assist and promote effectiveness of teaching, the evaluator must be familiar with classroom activities.
      (1) For new teachers it is recommended that there be a minimum of three visitations for purposes of evaluation involving follow-up conferences.
      (2) Evaluators should attempt to complete at least one classroom visit and follow-up conference with each teacher prior to December 1.
      (3) Unless conditions are exceptional, visitations for purposes of evaluation, involving follow-up conferences, should not be so excessive as to become burdensome to the evaluator or to the teacher.
   b. General observations are continuous. They extend beyond the classroom visitations to

include participation in the over-all school program. Because the role of the teacher also extends beyond the classroom, the evaluation criteria, in general, should receive equal consideration. Those criteria which relate to effective classroom teaching may justifiably receive particular emphasis.

III. Evaluation must be amenable to written form. (See Summary of Teacher Opinion Survey, Item 15).

Cumulative evaluation folders should be provided to which both the evaluator and the teacher may contribute pertinent material. These folders should be up-to-date and should be available to the teacher at all time. These folders should contain the following:

A. Forms on which may be recorded experiences that contribute to professional training and growth. (Forms 1, 2 and 3).

B. Conference summaries and other pertinent information. (Forms 4 and 5).

IV. Number of evaluators. (See Summary of Teacher Opinion Survey, Item 16).

A. The principal is responsible for the final evaluation of staff members with whom he works. Assistant principals shall aid in evaluation. Subject area coordinators take part in the evaluation process as it relates to the improvement of instruction.

B. The superintendent may participate in evaluation at any time or at the request of either party.

V. Teachers with more than one building assignment. (See Summary of Teacher Opinion Survey, Item 17).

A. Each teacher should be assigned a "home base school" by the superintendent. The principal of that building will bear the major responsibility for the teacher's evaluation and will inform the teacher of salary placement for the following year. In addition, all other evaluators involved will present the teacher and the "home base" evaluator with written comments and suggestions regarding the teacher's work.

B. The principals involved should jointly determine the individual teacher's responsibilities regarding extra-curricular duties, building meetings, and other meetings. By October 1, each principal should confer with the teacher individually concerning building policies.

C. In the case of one staff member working in several fields or in a quasi-instructional field, the evaluator and the staff member shall decide on any modification of the evaluation criteria and procedure to be used.

VI. Teachers who are transferred to a different building or assignment. (See Summary of Teacher Opinion Survey, Item 18).

The new evaluator should review the past record of the transferred teacher, and a conference with this teacher should be held within a month following transfer. It is suggested that the former evaluator be contacted for clarification of the records. Teachers should not be penalized because of transfer to another building or assignment.

VII. Notification of Salary. (See Summary of Teacher Opinion Survey, Item 19).

The evaluator shall make recommendation for placement on the salary schedule to the superintendent of schools who will make recommendations. All teachers shall be informed of recommended salaries not later than the third Monday in March.

VIII. Terms used in evaluative criteria.

It is recommended that evaluators use the terms listed below to denote the degree to which teachers meet the evaluation criteria:

Schedule III - Continually (Regularly - most of the time)
Schedule II - Usually (Customarily - ordinarily)
Schedule I - Frequently (Repeatedly - often)
Unsatisfactory - Seldom (Rarely - not often)

IX. Recourse

If at any time a satisfactory agreement cannot be reached between the evaluator and the teacher, it shall be the privilege of either party to counsel with the superintendent according to the following procedure:

A. The superintendent shall be informed that there is a disagreement concerning an evaluation.

B. A private conference may be held between the teacher and the superintendent at any time. Subsequent conferences may be held and may include the teacher, the principal, the superintendent and another certified staff member of the teacher's choice. The teacher's folder shall be submitted to the superintendent prior to the conferences.

PROCEDURE FOR TEACHER EVALUATION IN THE HIGH SCHOOL

The large number of staff members at the high school and multitude of demands on the time of the principal and assistant principals mitigate against the person-to-person relationships so necessary for the success of the Teacher Evaluation and Salary Program.

The faculty continues to oppose "peer" evaluation. Although the effectiveness and desirability of the role of subject coordinators in the improvement of instruction is well-established and accepted, their use for evaluation purposes is not well-received by either party.

Members of the high school staff will be assigned to administrators in appropriate numbers. In the main, staff members will be rotated from administrator to administrator on a three-year basis.

The Form #5 will be written by one administrator and reviewed and approved by each high school administrator. Recommendations to the superintendent regarding placement on the salary schedule will then be made by the high school administrators.

This plan meets the "Recommended Procedure for Evaluation" as stated under paragraphs ID and IV A; page 30 and following. "The principal is responsible for the final evaluation of staff members with whom he works. Assistant principals shall aid in evaluation. Subject area coordinators take part in the evaluation process as it relates to the improvement of instruction."

THE COMMITTEE ON EVALUATION

I. A standing committee on teacher evaluation shall be established whose duties shall be to --

   A. Maintain a continuous evaluation of the program

   B. Recommend desirable changes

II. Procedure for selecting committee members

   A. The committee shall consist of the superintendent; building representatives, selected by the staff in each building, who may be classroom teachers or special teachers; and one representative of the administrative staff selected by the principals. Representatives from the teaching staff shall consist of one representative from each elementary school and two from each secondary school. The superintendent shall be a permanent member of the committee. Other members shall serve a term of three years and shall be ineligible to succeed themselves. It

shall be the privilege of the committee to appoint any member of the staff to serve as needed in an ex-officio capacity. The selection of members shall be completed prior to the end of the school year; the term of office shall start at the beginning of the succeeding school year.

B. Vacancies occurring on the committee before the expiration of the term of office shall be filled by a new member elected by the group from which the vacancy occurred. The new member will complete the unexpired term. A member leaving the system or transferring within the system shall be considered a vacancy.

C. The method of nominating members for the Committee on Evaluation shall be at the discretion of the group concerned. Voting shall be by secret ballot. The building representative shall report the results of the election to the chairman of the Committee on Evaluation prior to the end of the school year.

D. Representatives shall be selected by buildings and groups: (Details are currently under study by the Committee).

III. Procedure for Organizational Meeting

The first and second chairpersons for the succeeding year will be elected at the final committee meeting of the year.

School District, City of Ladue
Evaluation Form #1

Teacher: _____

BASIC EDUCATIONAL TRAINING (Copy from official transcript)

Date	Institutions Attended (Indicate institution granting degree)	Location

Major	Sem. Hrs.	Minor	Sem. Hrs.

School District, City of Ladue
Evaluation Form #1 (continued)

Teacher: _____

BASIC EDUCATIONAL TRAINING (Copy from official transcript)

Course Name	Sem. Hrs.	Grade	Date	Under-Grad.	Grad.	Institution

School District, City of Ladue
Evaluation Form #2

Teacher: _____

TEACHING EXPERIENCE

System	Location	Grade or Subjects Taught	Years

School District, City of Ladue
Evaluation Form #3

Teacher: _____

SIGNIFICANT EXPERIENCES, ORGANIZATIONS AND SERVICES

Type of Experience	Nature of Participation	Date

School District, City of Ladue
Evaluation Form #4

Teacher: _____

Evaluator: _____

Teacher's Comment: I have read the summary.

Date: _____

Signed _____

Subject Track/Group Grade Period

Date _____

Teacher Comments (if any) on back or attached on separate sheet of paper. _____

OBSERVATION AND CONFERENCE SUMMARY

Observation - Conference: Pertinent Factors or Anecdotal Comments or Recommendations

School District, City of Ladue
Evaluation Form #5

Teacher:_____

School:_____

Signed_____

Assignment:_____

Date_____

Teacher's Comment: I have read the recommendation
Comment:

Signed_____

Date_____

RECOMMENDATION FOR PLACEMENT FOR THE SCHOOL YEAR

Current Schedule	Current Salary	Recommended Increment	Recommended Salary	Recommended Schedule

Comments: (Material is included from each of the five categories of evaluation criteria, and a section for recommendations is incorporated.)

SCHOOL DISTRICT OF THE CITY OF LADUE
9703 Conway Road
St. Louis, Missouri 63124

October 8, 1964

TO: ALL MEMBERS OF THE STAFF

After the Ladue Evaluation and Criteria Procedures Plan had been in operation for nine years, the Committee on Evaluation Criteria and Procedures decided to make a detailed study of the operation of the plan to determine its effectiveness. Staff interest, as well as encouragement from the Superintendent and the Board of Education, moved the committee to action. An added incentive was national interest in relating teacher competency to salaries.

The procedures followed in making the study were:

1. An opinion questionnaire was submitted to the 1961-62 teaching staff.
2. An appropriate questionnaire was mailed to former teachers who had participated in the Evaluation Program.
3. Administrators responded to an opinion questionnaire which was adapted to their role.
4. A preliminary study of the current teacher and former teacher survey was submitted to the staff and the Board of Education.
5. Small group meetings of staff discussed areas of concern.
6. Tentative suggestions, based on the committee's assessment of teaching staff opinions, were made.
7. Final suggestions were developed after reviewing administrators' opinions.

Respectfully submitted,

MEMBERS OF THE COMMITTEE ON EVALUATION
CRITERIA AND PROCEDURES 1963-1964

SUMMARY OF TEACHER OPINION SURVEY

1. There is general satisfaction with the basic philosophy of the plan.

2. Personal variables which may present unusual conditions and may impose a temporary limitation on the teacher's effectiveness should be considered when evaluating a teacher.

3. Weighing of techniques favored personally by the individual evaluator should be avoided.

4. Advanced degrees are not required for advancement on the salary schedule.

5. Teachers oppose the use of standardized check lists.

6. If evaluators place special emphasis on certain criteria, the staff desires to be so informed.

7. It is desirable that the evaluator review with his staff the mechanics of implementation.

8. It may be beneficial to counsel teachers with five or more years of experience in Ladue regarding the degree of success to be reasonably expected.

9. Self-evaluation is necessary to promote teacher growth and should be used for that purpose only. Self-evaluative opinions should not be in written form.

10. It is vitally important to hold conferences with new teachers for the purposes of orientation and interpretation of the plan.

11. Conferences should be held within one week following classroom visitation. Frankness and humility should prevail at these conferences.

12. It is the responsibility of the evaluation committee member and the evaluator to meet with teachers to review the evaluation philosophy, criteria, and implementation.

13. One classroom visitation annually may be sufficient to evaluate experienced Ladue teachers. However, a minimum of three visitations annually is suggested to evaluate new teachers. Excessive and/or burdensome visitations should be avoided.

14. While evaluation criteria generally should receive equal consideration, those criteria which relate to effective classroom teaching may receive particular consideration.

15. The individual cumulative evaluation folder should be available to the teacher at any time. This folder should contain all information pertinent to evaluation, and new data should be added during the first month of the school year. Only completed forms should be signed by the teacher.

16. Building principals and their assistants should assume the major role of evaluation and should not involve superiors, department heads, peers, or students.

17. Teachers with more than one building assignment should be assigned a "home base" school. Evaluators should agree upon and inform teachers of their responsibilities in their respective buildings.

18. Teachers transferred to a different building or given a different assignment should be evaluated as teachers experienced in the Ladue system and should not be penalized because of the transfer or the change of assignment.

19. Notification of recommendation for placement on salary schedule should occur no later than one week prior to the March meeting of the Board of Education.

20. Statistics on salary schedule, increments and other comparative data related to length of service should be available.

21. It may be advisable to consider a single increment within each salary schedule level.

SUMMARY OF ADMINISTRATOR OPINION SURVEY

1. The principals reaffirm their faith in the evaluation program as a means of improving classroom instruction, but they continue to seek ways to increase uniformity in procedures. This study has resulted in administrative meetings which continue the drive for more uniform procedures as well as for the lessening of differences in values.

2. As individuals, principals believe the evaluation plan has made them more competent, more motivated to improve their classroom supervision, as well as more imaginative in their supervision.

3. A majority of administrators feel a sense of satisfaction in their work and believe the evaluation plan contributes toward greater personal satisfaction from administration. There was almost unanimous agreement that the principal does not become discouraged about his role as an evaluator.

4. Principals believe the evaluation plan has not adversely affected the teacher-administrator professional relationship or the relationship among administrators. However, there is some concern about personal-social relationships between evaluator and teacher.

5. Evaluators believe the evaluation plan attracts and holds competent teachers, does not lead to conformity in teaching, but does encourage creative teaching. They believe teacher morale in Ladue is high, and that there is no strong element of fear because of evaluation procedures.

6. There was a difference of opinion on the question of whether a teacher's rate of progress on the salary schedule might vary significantly because of differences in administrators' methods of evaluation. (In a discussion of this question, principals agreed that the rate of progress on the salary schedule might vary but they also agreed that it would not vary significantly).

7. A majority of the administrators believe there is not an undue amount of teacher tension caused by the plan.

8. In the opinion of principals, the plan is not too secretive, does not lead to excessive competition among teachers, does not promote "politics," but does promote professional ethics.

9. Administrators agree that classroom visitations should be initiated by both the teacher and the principal.

10. The evaluators unanimously prefer the evaluation rating plan as opposed to a salary schedule with automatic increments.

11. Some of the administrators believe that the present criteria should be supplemented with criteria which relates more specifically to teachers of special subjects.

12. Evaluators believe a teacher should be permitted to change buildings or grade levels if he can perform more satisfactorily in a different situation. They believe a teacher should neither be required to remain on a salary schedule for any given length of time, nor that an advanced degree should be required for a teacher to advance to a higher schedule. However, they believe graduate work is an important factor in bringing about improvement in instruction.

13. Evaluators believe effective classroom teaching should receive more emphasis than other criteria in evaluating teachers. It is generally agreed that personal qualities and professional training and growth should not be emphasized more than other criteria. This opinion reaffirms the following statement on page 4 of the evaluation booklet: "At the beginning of its work the committee accepted the premise that effectiveness of teaching should be the prime consideration in the evaluation of a teacher."

14. A majority of principals believe that an attempt should be made to distinguish between career teachers in Ladue and those who do not expect to remain more than three or four years. The question of a probationary period for inexperienced teachers prior to formal evaluation had significant approval.

15. Principals believe there should not be a stated number of evaluation conferences at regular intervals during the year. They also believe administrators should not be required to use check lists when evaluating teachers.

16. Principals disagree on the use of multiple increments within a schedule.

17. A majority of principals want to use a teacher's self-evaluation to help improve that teacher's competency but not for determining placement on the salary schedule.

18. There are indications that evaluators are seeking ways to lighten the load which the evaluation program places upon them. A large majority, in their written comments, made proposals which include:

    a. Probationary period for beginning teachers.
    b. Less frequent evaluation of superior teachers.
    c. Additional evaluators to assist in the program.

19. A significant number believe the plan would be strengthened if department heads and supervisors participated in evaluating teachers. However, a large majority believe also that the final responsibility for placement and advancement on the salary schedule should continue to rest solely with the building principal and the superintendent.

SCHOOL DISTRICT OF THE CITY OF LADUE
9703 Conway Road
St. Louis, Missouri 63124

February 19, 1974

TO: All Staff Members

FROM: Committee on Evaluation Criteria and Procedures

RE: RESPONSE TO EVALUATION SURVEY

As a follow-up of last year's staff survey on evaluation concerns, administrators and Evaluation Committee members have been studying teacher comments. The following statements represent a composite of the recommendations from the two groups. These recommendations are our response to some of the major concerns expressed in the survey; they are not intended to replace any statements in the Evaluation Handbook.

General

A. In order to help teachers become more knowledgeable about the evaluation system, the following guidelines should be observed:

1. Each principal should discuss the evaluation program with entire staff as early in the year as feasible.

2. Evaluation Committee building representatives will hold at least one meeting with new staff members, between the second and fifth week of school, to discuss the evaluation program

3. Administrators who interview teacher candidates will carefully describe the evaluation program.

B. The improvement of instruction should continue to be of primary concern to each building principal.

Criteria

A. While there will be differences from building to building because of the uniqueness of administrators and staff members, there should be consistency in certain areas of evaluation:

1. Classroom performance should remain the most significant aspect of teacher evaluation.

Memo to All Staff Members dated February 19, 1974, continued

2. Extracurricular sponsorships are an integral part of our program at every level. Consequently, every teacher is encouraged to share in these responsibilities.

3. Advanced degrees should not be held as prerequisities for merit advances.

4. While membership in appropriate professional organizations is encouraged, membership in any designated organizations should not be required.

B. Evaluators should meet more frequently with other evaluators to discuss and clarify evaluation criteria.

Process

A. There should be a minimum of three visitations and conferences for new teachers.

B. Evaluators should attempt to complete at least one visit and follow-up conference with each teacher prior to December 1.

C. The coordinator's role in evaluation is to aid in the improvement of instruction; he should not be responsible for salary recommendations.

D. Teachers' evaluation files should always be available for private study.

E. Individual salaries should not be discussed among teachers.

LADUE SALARY AND EVALUATION PROGRAM

A Summary of Key Points

ajor Objectives: The improvement of instruction and the relating of salary (and salary increases) to professional performance.

Once an original starting salary and salary level has been agreed upon--determined by courses taken, grades received, practice teaching, instructors' recommendations, interviews and/or observations, out-of-school experience, and supply and demand, and in the cases of veteran teachers, teaching experience--subsequent increases are the outcome of a continuous evaluation program which involves extensive and intensive interaction between the staff members and the building administrator (the evaluator.) The current beginning salary for a bachelor degree and no experience is $14,300-$14,700.

Evaluation--both formative and summative--clusters around five major areas described by criteria grounded in research and practice codified in a statement made available to all staff. The criteria describe standards of effectiveness in the following five clusters: teacher/student interactions, relationships with colleagues, contacts with parents, patrons, and community, contributions to the total school program, curriculum development and professional improvement.

In the spring of each year the building level administrator weighs the performance of each teacher during the preceding twelve months and recommends an increment, characterized as one of the points on the following schedule:

Salary Levels	Range of Merit Points
Schedule I (beginner-like)	0 - 3 - [5] - 7 - 9
Schedule II (accomplished)	0 - 3 - 5 - [7] - 9 - 11
Schedule III (master-like)	0 - 3 - 5 - 7 - [9] - 11 - 13 - 15

The dollar value of the point is set subsequent to the merit point awards annually. A teacher doing the expected, satisfactory performance will normally be awarded the boxed point above. Notable performance above or below the expected will be reflected in the awarded increment. There is no fixed amount of time for a person to be on any one schedule, or salary level; a one-time incentive is awarded on promotion from level I to II and level II to III whatever year that occurs. There is no maximum salary on any schedule. The merit point award is translated into dollars at contract time, and the salary for the subsequent year is determined by adding the merit award to current salary. For example:

1982-83 Salary:	$21,000
Spring 1983 Merit	
9 points @ $300/pt:	2,700
1983-84 Salary:	$23,700

From time to time there are across-the-board adjustments for economic reasons or to make the schedule competitive.

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The distribution of merit point awards across the three schedules during the most recent cycle had this configuration:

Elementary:	7 - 0%	9 - 36%	11 - 40%	13 - 14%	15 - 6%
Secondary:	7 - 8%	9 - 33%	11 - 33%	13 - 17%	15 - 8%

Some important principles of the Ladue salary schedule:

1. The schedule should be adequate to maintain a professional standard of living. Every teacher needs a salary sufficiently large to provide proper food, attractive clothing, comfortable shelter and security for the future. A subsistent salary is not adequate. Teachers must find it possible to utilize more fully cultural and educational resources...

2. Placement and advancement on the salary schedule shall be based on the following:

a. competency. b. experience. c. training.
d. performance of assigned duties, with consideration given to the time required to direct and supervise student activities outside the classroom. e. over-all value to the school system.

Some important value positions related to the program:

1. Staff affected by the program have been involved in its origin and development and are continually involved in its maintenance and modification.

2. Whenever a professional is engaged in a professional task as envisioned in the criteria, he or she is subject to valuing.

3. Evaluation should be amenable to record. Data on which judgments are made are gathered and presented along with the evaluation.

4. Clearly-defined and well-understood processes and procedures are required for a workable system.

5. An appeal process is a built-in ingredient.

6. Administrators trained in instructional leadership and evaluation are responsible for this professional task. Such training is ongoing.

7. The salary and evaluation program are dynamic and subject to monitoring and alteration as needed.

8. The full range of merit increments is open to all staff; there are no fixed quotas.

9. Adequate resources must underpin the entire program.

10. A strong cooperative working relationship is an essential ingredient among those involved in the operation of the school district; community and board, administrators and teachers, parents and students, and various support staff. The recognition of the professional nature of the work associated with teaching, learning, and supervision must be articulated and well-understood.

The Ladue Evaluation and Salary Program is available upon request. Send a self addressed 9 X 12" envelope and $1.00 to: Merit Information, Ladue School District, 9703 Conway Road, St. Louis, MO 63124.

Presenters: Dr. Charles McKenna, Superintendent
Dr. John Shaughnessy, Associate Superintendent

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